

MAY 22 1951

# HAVERFORD COLLEGE



A Graduate Curriculum in

Social and Technical Assistance

HAVERFORD, PENNSYLVANIA

**Officers of Administration of  
Haverford College**

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**Administrative Committee of the Graduate Curriculum  
in Social and Technical Assistance**

HARRY WILLIAM PFUND.....	<i>Professor of German</i> Head of Mission, American Friends Service Committee (Quaker Relief), French Zone, Germany, 1946-47.
HOWARD MORRIS TEAF, JR.....	<i>Professor of Economics</i> American Friends Service Committee Economic Mission to Finland, 1947.
DOUGLAS VAN STEERE.....	<i>T. Wistar Brown Professor of Philosophy</i> Director, Haverford Reconstruction and Relief Units, 1943-45; American Friends Service Committee representative conducting relief investigation in Finland, Norway and Poland, 1945; American Friends Service Com- mittee representative in Germany and Northern Europe, 1947-48, 1950-51.

**Members of the Haverford Faculty who will teach in the  
Graduate Curriculum in Social and Technical  
Assistance will include:**

JOHN ALEXANDER KELLY.....	<i>Professor of German</i>
IRA DE AUGUSTINE REID.....	<i>Professor of Sociology</i> Consultant on Higher Education, African Trust Territories, Division of Trusteeship, United Nations, 1949.
CLAYTON WILLIAM HOLMES.....	<i>Associate Professor of Engineering</i>
HERMAN MILES SOMERS.....	<i>Associate Professor of Political Science</i> Research Consultant to Administration Foreign Affairs Study Group, Brookings Institution, Washington D. C., 1950-51; Consultant, Federal Security Agency, 1936-
THEODORE BRINTON HETZEL.....	<i>Associate Professor of Engineering</i> Director, American Friends Service Committee Work Camp, Brownfield, Maine, 1950.
LAURENCE WILLIAM WYLIE.....	<i>Associate Professor of Romance Languages</i> Social Science Research Council Fellow in France, 1950-51.
MANUEL JOSE ASENSIO.....	<i>Assistant Professor of Spanish</i>
HOLLAND HUNTER.....	<i>Assistant Professor of Economics</i> Lend-Lease Investigator, U. S. Foreign Economic Administration, India, 1944-45.
H. FIELD HAVILAND, JR.....	<i>Assistant Professor of Political Science</i> Research Consultant to Administration Foreign Affairs Study Group, Brookings Institution, Washington, D. C., 1950; Research Consultant to Carnegie Endowment for International Peace, 1950-51.
JOHN PEARSON ROCHE.....	<i>Assistant Professor of Political Science</i>
CLARENCE EVAN PICKETT.....	<i>Lecturer in Christian Ethics</i> Executive Secretary, American Friends Service Committee, 1929-50; Honorary Secretary, 1950-

# HAVERFORD COLLEGE

## A Graduate Curriculum in Social and Technical Assistance

### A Need and An Answer

HAVERFORD COLLEGE is offering qualified men and women a Graduate Curriculum in Social and Technical Assistance in the belief that the development of a peaceful world society depends on large-scale social, economic and political reorganization in many regions and over a long period of time. Programs designed to improve the productivity of under-developed areas, to eliminate the causes of recurrent disaster such as famine and epidemic diseases, and otherwise to improve the health and to raise the living conditions of millions of people will require the services of technicians who must be highly trained and experienced in specific fields, such as engineering, agriculture and the economics of land use, education, social work and public health. Those who are in charge of general administration will need to have a practical knowledge of office and fiscal management.

All who engage in assistance programs should be both emotionally and intellectually qualified for the task. As men and women of good will they should be able to work harmoniously with people of different races and possibly under difficult and primitive circumstances. They should be able to appreciate the values of "foreign" cultures and understand the basis for variant economic and political theories.

Projects for the improvement of living conditions which are essentially technical in character make a profound impact on the social life of the people who are affected by the changes. Thus, professional competence of the technicians, such as engineers, agricultural scientists, economists, etc., is not sufficient of itself. They must be alert to the social implications of their work and prepared to help the affected population to adjust rapidly to a new economic-social order. In many cases the technicians will be required to work with people whose cultures are derived from more primitive technical backgrounds. Practically all of the technical and social assistance projects now in progress or envisaged by the inter-governmental, governmental and private agencies are as much a problem of human engineering as they are a matter of putting technological principles into practice.

Many technical and social assistance projects already have been established by the United Nations, directly and through its affiliated agencies, the Food and Agriculture Organization, the World Health Organization

and others. The United States Government has embarked on a "Point Four Program" offering technical cooperation to underdeveloped countries. Non-governmental service organizations, in many cases connected with religious bodies, have for years sought to improve the living conditions of mankind, more frequently with social and educational projects than with technical assistance.

It may be expected that these programs will grow in magnitude and outreach. They are not limited to countries outside of the United States, but include technical and social assistance for underprivileged and economically dislocated groups within American society, such as share-croppers and migrant agricultural workers, American Indians in distressed areas, and inhabitants of sections of the country affected by depletion of resources, migration of industry, and natural disasters.

### **Haverford's Experience**

Haverford College has particular interest in integrating technological knowledge with sociological insight. It is a fundamental principle of the Quaker way of life that the philosophical attitudes, religious convictions and social ideals of the persons entering fields of public service affecting human welfare are as important for success as their specific technical training. The course that the College now offers is the logical development of experiences growing out of the training of relief and rehabilitation workers during World War II. At that time a graduate curriculum for men and women was provided to train personnel for governmental and non-governmental agencies engaged in a variety of refugee-relief programs and other projects designed to relieve human suffering and to rehabilitate devastated areas. Graduates of the Reconstruction and Relief curriculum offered by the College during 1943-45 were quickly absorbed by the United Nations Relief and Rehabilitation Administration (UNRRA) as welfare officers and staff members in Displaced Persons Camps and for other assignments; by the War Relocation Authority to aid Japanese-Americans in Relocation Centers; by the American Friends Service Committee for a variety of projects for displaced persons in Austria, Finland, France, Germany, Hungary, Italy and the United States; and by several other international, national and local institutions dealing with social welfare problems.

These graduates made a notable contribution to the traditions of Haverford College for preparing people for humanitarian service in times of national crisis. More than 300 graduates and members of the faculty of the College have served in welfare programs related to World War I and World War II and the reconstruction periods that followed them.



"At last — it works!" Auto mechanics instruction,  
Haverford Reconstruction and Relief Unit, 1943-44.  
(Photograph by T. B. Hetzel)



La Trosada, Nayarit, Mexico. Villagers and American Friends Service Committee work campers join forces on drainage job in sanitation campaign sponsored by UN through Mexican government. (Photograph by James Spain)

## The Course of Study

The present Graduate Curriculum in Social and Technical Assistance offered by Haverford College presupposes a sound general education as basic preparation. The course does not necessarily specialize in the needs of specific areas—on the principle that a graduate should be broadly prepared to serve wherever the opportunity offers. However, in the case of individual students who are planning to join specific assistance programs, the College will try to arrange concentrated courses to qualify for work in those areas. Since considerable emphasis is placed upon the non-academic qualifications of a candidate for a Master's Degree in addition to satisfactory fulfilment of the academic requirements of the course, the College requires a Work Project experience of at least three months following the completion of a year's work in academic subjects and an examination based upon actual problems of assistance in the field.

1. **ENTRANCE REQUIREMENTS.** This curriculum is open to men and women who hold the bachelor's degree from recognized institutions in the United States and Canada and who are otherwise qualified by virtue of their character, motivation, and previous training. Special provision is made for foreign students with similar preparation and qualifications.

All candidates for admission are expected to possess a competence in at least one modern foreign language equivalent to one year's work in college beyond the elementary grade. Those preparing for administrative or non-technical work should give evidence of some background in the social sciences. Those expecting to do work in applied science should have completed an undergraduate major in natural science, engineering, agriculture, home economics or similar fields, and, in addition, have done some basic work in the social sciences. The Administrative Committee is willing to consider applicants with unusual qualifications in a certain field who may be deficient in some aspect of the above requirements.

2. **COURSE OF STUDY—ACADEMIC.** Each student will be expected to complete a program of ten semester-courses selected to fit his particular needs. In most cases these courses will be chosen largely from those listed below, but students may also be urged to select other advanced courses from the regular offerings of the College which contribute to the general aims of this curriculum. Some of the courses listed below are required of virtually all students in the curriculum, and other courses may be required of a student whose preparation along a particular line is considered by the College to be deficient.

(a) *Case Study of Assistance Programs.* (Two Semesters). *Required.* A study by the case method, of the objectives, organizational and operational techniques, and problems faced in various types of assistance programs: relief, reconstruction, technical assistance, social and technical planning. In each program consideration will be given to the geographical and cultural background of the area concerned. Lectures by staff and by visitors, readings, papers, and seminar discussions.

(b) *Contemporary Cultures.* (One Semester) *Required.* A study of the social life, customs, and structures of extant cultures, designed to show how they function and why and how they change. Special attention is given to the methods of culture study and analysis.

(c) *Human Relations.* (One Semester) *Required.* An advanced course in the understanding of personality as a factor in social relations. The course will include studies in mediation and the analysis of human relations.

(d) *Orientation Seminar.* (Two Semesters) *Required.* This seminar will discuss such problems as "Social Ideologies," "The Nature of Democracy," and "The Philosophy of Assistance." It will also consider the spiritual motivation aspect of service in assistance projects both directly and through biographical studies. A wide range of persons who have recently served in such projects will be the guests of this seminar.

(e) *Modern Foreign Language.* (Two Semesters) *Required.* A continuation of a language presented for entrance. Students who are proficient in a foreign language may study another language or may be excused from this requirement.

(f) *World Relations.* (One Semester) *Elective.* Examination of economic, geographical, historical, political, and social factors determining present national and international arrangements; the roles of voluntary associations and international organizations in world affairs.

(g) *Advanced Natural Science.* (One or Two Semesters) *Elective.* For students preparing to do scientific work on technical assistance programs.

(h) *Special Topics in Engineering.* (One Semester) *Elective.* For students with some scientific background. The course will deal with such problems as water supply, sewage disposal, the operation of power-generating and transmission systems, surveying and communication techniques.

(i) *Elementary Fiscal Management.* (One Semester) *Elective.* Basic accounting concepts and techniques; simple accounting and other record-keeping systems; reports; cash and budgetary controls; foreign exchange transactions.

3. COURSE OF STUDY—NON-ACADEMIC. During the academic year each student will develop as many as possible of the following techniques:

- (a) Administrative Procedures—methods and implications;
- (b) Mechanical Skills—especially automotive mechanics and radio;
- (c) First Aid;
- (d) Social Work Procedures.

In each semester at least two of the above will be offered in lectures and practical work groups.

There will also be opportunities for experience in week-end work camps and the like.

4. WORK PROJECT. Following their study all students will engage in a supervised assistance project or its equivalent. The College will assist in arranging for the placement of students in such projects.

5. REQUIREMENTS FOR THE MASTER'S DEGREE. The degree of Master of Arts will be awarded to those who have satisfactorily completed the program listed under 2, 3, and 4 above, and have passed a comprehensive examination covering this program. The examination will be in two parts:

(a) At the end of the academic year: an examination on the Academic and Non-Academic courses and relevant courses offered for entrance.

(b) At the end of the Work Project: an examination on actual problems of assistance work.

6. AREA STUDIES. For the benefit of students who are planning to join assistance programs, the College will try to arrange concentrated courses in the language, history, culture, and customs of those areas in which assistance programs are currently operating. These courses may be given at Haverford or at other institutions. This work will be in addition to that required for the degree.

Under ordinary circumstances, students will be expected to carry out their Work Project in the summer following the completion of the academic work. The Administrative Committee may permit some flexibility in the interpretation of this requirement in the case of seasoned persons with considerable field experience or in the event of immediate employment in a field assignment some phase of which might serve as a substitute for the customary Work Project.

### Expenses

The tuition charge for all regular students is \$600 for the academic year. The board is \$12.50 per week, and room rent ranges from \$132.50 to \$231.50 according to the location of the room and the number of occupants. The Unit Fee is \$55 per year. Charges are subject to alteration by the Board of Managers.

The room charges include heat, electric light, service, and the use of necessary bedroom furniture, i.e., bureau, table, chair, study lamp, and a bed, the linen for which is furnished and laundered by the College. Students will supply their own study furniture, blankets, and towels.

The College requires that bills be paid in full before the beginning of the semester. In order to avoid last minute congestion, it is suggested that bills be paid by mail in advance.

The Unit Fee includes the following: Non-Academic course fee, health fee, accident insurance (to a maximum of \$500 per accident), diploma, and psychological tests when required by the College.

The College requires a \$40 deposit to cover the cost of books and any other incidental charges which may arise during the school year. When the balance is \$10.00, a bill for the actual charges already made will be sent to the student, and payment is expected upon presentation of the bill, thus reinstating the deposit to the original \$40.00. If this bill, or any other indebtedness, is not paid by the end of the semester, credits will not be granted for the work performed. Any unspent balance is refunded at the end of the academic year.

Resident veterans in training under Public Law 16 or Public Law 346 will be required to pay for their tuition on the first day of each semester unless they have presented satisfactory evidence that they have complied with the appropriate regulations of the Veterans Administration.



Arab farmers in Tu'ran, Israel, help unload tractor used on cooperative basis in American Friends Service Committee agricultural experiment carried out with Israel Ministry of Agriculture. (Photograph by Elizabeth Moody)

# HAVERFORD COLLEGE

## Application Blank

To the Director of Admissions, Haverford College,

Haverford, Pa.

Under the conditions set forth in the attached pamphlet, I hereby make application for admission to the Graduate Curriculum in Social and Technical Assistance for 1951-52:

First Name

Middle Name

Last Name

Place and date of birth.....

College(s) or university attended, degree, date.....

Name.....

Signature

Address.....

Number

Street

City

Zone

State

Date

....., 1951  
Date  
A questionnaire and additional information will be forwarded  
upon receipt of this application.

### Monthly Payments

Because some parents or students may prefer to pay tuition and other College fees in equal monthly installments during the academic year, the College is glad to offer this convenience under The Tuition Plan. The cost is 4% greater than when payment is made in cash at the beginning of each semester.

### Fellowships

A limited number of fellowships to defray a part of the expenses are available to qualified graduate students who plan to engage in assistance programs for a term of several years. Preference will be given to students in this curriculum in awarding the T. Wistar Brown Graduate Fellowships for 1951-52. For further information inquiries should be addressed to:

Archibald MacIntosh,  
Vice-President, Haverford College,  
Haverford, Pennsylvania

### Registration

The registration of students in the Graduate Curriculum in Social and Technical Assistance will take place on September 17-18, 1951. The College year begins with Assembly at 9 a. m. on September 19, 1951. First semester classes will begin on September 20, 1951.

HAVERFORD COLLEGE was founded in 1833 as the first college established by members of the Society of Friends (Quakers) in the United States.

The campus covers 216 acres of lawns, fields and woodlands on the suburban periphery of Philadelphia. Haverford Station on the Pennsylvania Railroad, between Ardmore and Bryn Mawr, is twenty minutes from downtown Philadelphia. The campus fronts on the famous Lancaster Pike (U.S. 30).

